**K-5 Math Lesson Plan**

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| **Teacher: B. Mayer, C. Gilmore** | | | **Grade: K** | | | **Date: August 2012** |
| **Unit Title: Unit 1, Count numbers 0-30** | | | | **Corresponding Unit Task: Unit 1, Task 2** | | |
| **Essential Question(s): What does a number represent?**  **What are some ways we can find out how many objects are in a group?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: unifix cubes, solid dot stickers, Count! by Denise Fleming, math vocabulary word card-“count”, floor-sized number line, C.D. Greg and Steve- “The Number Rock”** | | **Student:**  **Piece of paper** | | | **count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.2**  **K.CC.3** | | | | | |
| **I Can Statement(s): I can count numbers 0-24.**  **I can write/trace numbers 0-24.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Play and sing with Greg and Steve C.D. – We All Live Together Vol. 2- “The Number Rock”- Repeat Read book – Count! | | | | | |
| **Teacher Directed: Teacher will gather students into a circle around floor-sized number line. Give each student a unifix cube. Teacher will call students up one at a time to stand on the number line. As the students come up they will hand the teacher their unifix cube. Teacher will make a train of the unifix cubes as students take a spot on the number line. After all the students have taken a place on the number line the class looks to see what number we stopped on. Then students go back to seat around number line.** | | | | | |
| **Guided Practice: Class will look at unifix train. Teacher will break apart unifix cubes as students count aloud. Next teacher gives each student a baggie with the correct number of unifix cubes and students return to their seats.** | | | | | |
| **Independent Practice: Teacher passes out a sheet of stickers. Students peel off a sticker for each unifix cube and place it on their piece of paper. Students then place a unifix cube on each sticker to check for the correct number. Teacher will write the correct number on the board. Students will write it under their stickers. Students may decorate their stickers to look like faces.** | | | | | |
| **Closing/Summarizing Strategy: Students will point and count stickers aloud together with teacher.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| \*Student can write number 0 to how many students were in the room.  \*If we got a new student how many would be in the room? If a student moved how many would we have? | | | \* Echo count  \* write correct numeral in highlighter for student to trace  \* count out for student the correct number of stickers for student to put on their paper | | | \* model the task as many times as needed  \* Echo count  \* write correct numeral in highlighter for student to trace  \* count out for student the correct number of stickers for student to put on their paper |
| **Assessment(s): Teacher observation with written notes if necessary**  **Student work** | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understanding/misconceptions * Review observation notes * What do I need to reteach/review tomorrow? * New ideas or changes for next time | | | | | | |